DOCUMENT RESUME

ED 320 694 PS 018 885

TITLE Latchkey Guidelines: Rural Model (Madison Local School District).

INSTITUTION Madison Local Schools, Mansfield, Ohio.; Ohio State Dept. of Education, Columbus. Div. of Educational Services.

PUB DATE 84
NOTE 52p.; For other models, see PS 018 886-893.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *After School Programs; *Community Involvement; Demonstration Programs; Educational Finance; Elementary Education; Guidelines; *Latchkey Children; Models; Program Descriptions; *Program Development; *Program Implementation; *Rural Schools; School Age Day Care
IDENTIFIERS *Program Characteristics

ABSTRACT

The Madison Local School District offers guidelines for developing and implementing an independently financed, after-school enrichment program for latchkey children in rural areas. The district, located 40 miles from Cleveland, Ohio, borders on Lake Erie. Sections of the guide concern: (1) program development; (2) establishment of the environment; (3) further program development; (4) staffing of the program; (5) parent involvement; and (6) the process of connecting with other agencies. Program development is approached in terms of the process of determining need, board presentation, rationale and philosophy, and start-up funding. Establishment of the environment is discussed in terms of use and analysis of resources. The discussion of further program development concerns days and hours of operation, food service, scheduling of daily activities, special activities, evaluation of the program, and intake and record keeping. Discussion of the staffing of the program takes up the issues of qualifications, job descriptions, salaries and benefits, and staff evaluation. Parent involvement is described with regard to recruitment, publicity, a parent handbook, a newsletter, an advisory council, parent-student functions, and evaluation. Related materials are attached, including surveys and other forms and communications with parents. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

ED320694

PS 018885

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

LATCHKEY GUIDELINES

Rural Model

MADISON LOCAL SCHOOL DISTRICT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ohio State Dept. of Educ.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ICI
early childhood education
"education begins with life"

BEST COPY AVAILABLE

State Board of Education

Patricia Smith, *President* ..... Worthington
Paul Brickner, *Vice President* ..... Willoughby
Jean E. Bender ..... Akron
Richard C. Glowacki ..... Toledo
Mary Goodrich ..... Zanesville
Jack C. Hunter ..... Youngstown
Virginia E. Jacobs ..... Lima
Mary R. Lindner ..... Cincinnati
William E. Moore ..... Woodsfield
Sue Ann Norton ..... Westerville
Paul F. Pfeiffer ..... Massillon
Ronald M. Popek ..... Cleveland
C.J. Prentiss ..... Cleveland
Edwin C. Price, Jr. ..... Cincinnati
Constance Rice ..... South Charleston
Chester A. Roush ..... Kettering
Anthony J. Russo ..... Mayfield Village
Wayne E. Shaffer ..... Bryan
Sally R. Southard ..... Oxford
Jo A. Thatcher ..... Portsmouth
Karen L. Worley ..... Elyria

Ohio Department of Education

Franklin B. Walter
Superintendent of Public Instruction

Irene G. Bandy
Assistant Superintendent of Public Instruction

E. Roger Trent, *Director*
Division of Educational Services

Jane M. Wiechel, *Assistant Director*
Division of Educational Services

An Equal Opportunity Employer

The success of the Madison Local Schools Latchkey Program is the direct result of the love and dedication of Iona Humphrey, Ella Baker and Sarah King - Latchkey Leaders.

The staff would like to thank the Madison Board of Education and Madison Community Action Team for their support and encouragement in the creation of this program.

Barbara Gardner
Director of Special Projects
Madison Local Schools

INTRODUCTION

Madison Local School District is located forty miles from Cleveland, with part of the district bordering on Lake Erie. The school district of 3,873 students serves Madison Township and Madison Village, which is in the eastern one-third of Lake County. Madison Township is Ohio's largest in square miles and is strategically located in that transportation routes connecting the East and Midwest pass through the Madison area. This geographic fact has been instrumental in township and village development.

The Madison area experienced tremendous population growth in the 1960's and 1970's with substantial leveling off in the 1980's. The township area which surrounds the village contains almost ten times the population of Madison Village. The area now contains concentrations of high-income housing, tract homes, multi-family units, mobile housing, along with heritage homes of the "Old Western Reserve." The growth patterns and a commuting orientation have turned Madison Township into a "bedroom" community, with many families buying their homes in the area and then commuting to more urban areas for jobs.

The Madison Local Schools service area remains predominately rural. Census material from 1983 shows the most frequent occupational groupings of Madison residents were as follows: (1) Managers - 19 percent; (2) Technical/Sales - 25 percent; (3) Service Workers - 12 percent; (4) Craftsmen/Foremen - 21 percent; and (5) Laborers - 23 percent.

Background

In the fall of 1983, 700 members of the community gathered for two evenings at Madison High School to watch the nationally televised "Chemical People." Since the schools were addressing the problem of chemical dependency within the system with the formation of a Core Team, a separate organization of community members was formed at these meetings.

The Madison Community Action Team (MADCAT) comprised of 40 members began to investigate possibilities of projects to provide activities for students in the community when they were not in school.

A committee was formed with MADCAT to investigate the possibilities of an after-school enrichment program. The committee approached the Madison Local Schools Board of Education in the spring of 1984 and asked for a needs assessment to be implemented by the school system's Special Projects Department. The assessment was given to parents/guardians of elementary school-children.

MADCAT then met again with the board of education and asked it to initiate such a program within the school system. It was the consensus of the board that local school funding would not be used and the program must be self-sustaining. A donation of $500.00 was pledged by MADCAT to be used over the summer to begin implementation of the pilot program.

The Director of Special Projects was assigned the duty of coordinating the new program. Student enlistment forms were then sent home with children before the end of the 1983-84 school year. This enabled the director to obtain a fairly accurate count of the number of children who would be entering the program in the fall.

At the June board of education meeting,the Latchkey Rationale was adopted. The program staffing and planning began immediately after.

An orientation for children and parents was held in August and actual enrollment was taken at that meeting.

DEVELOPING THE PROGRAM

Determining Need

Action Groups

The idea of starting a latchkey program does not have to begin within the school system. In many communities, organizations and concerned citizens' groups initiate the concept and present it to boards of education. In Madison, it was MADCAT (Madison Community Action Team), a group of citizens involved with the education, intervention, and prevention of drug and alcohol abuse.

Perceived Needs

When a group or school board first begins to discuss latchkey, they hold a "feeling" for the needs of their community. The fact that they perceive the need for after-school child care in their community probably means that the need really does exist. More concrete knowledge of whether or not the service should be instituted can be better acquired through a survey.

Addressing Needs

It needs to be established how many children would be eligible for after-school care. Reviewing children's school files is vital. Calculations of how many children have both parents working and how many children live in single-parent homes in which the parent is employed give surprising results.

Since more and more mothers are becoming employed, the number may be quite large. These figures, however, are subject to many variables. Shifts, layoffs, part-time employment, older sibling schedules, and the availability of alternate care all influence the accuracy of these figures.

One of the best ways to assess needs is with a survey to the target population. It may be necessary to provide information on the latchkey concept in some communities. Madison's survey did just that since latchkey was a fairly new idea and no system in our area had programs of this nature. This needs assessment will provide you more accurate data on the needs.

The survey should contain the following components:

a. Cover Letter
    1. Who is gathering the information.
    2. Why the information is being gathered.
    3. What results may take place.
    4. When the survey is to be returned.

b. Explanation
    1. What is a latchkey program.
    2. Who will be served.
    3. How the program will operate.
    4. What does it cost.

c. Body of Survey

1. Information needed.
2. Information offered in comment form.

(See attachment 1.)

If the organization initiating latchkey is not associated with the school system, it is necessary to get administrative approval before distributing the survey. It is strongly suggested that the administrators of the school system have a part in creating the survey. They will undoubtedly have questions they would like included.

Board Presentation

Dialogue

Having solid evidence that there is a need for after-school child care and the school-age population is targeted, dialogue should begin with the board of education. Groups not affiliated with school systems need to work through the superintendent to be put on the agenda of board of education meetings.

Approvals

Establishing with the board that there is a need is the first step. Present your findings on the surveys. What you need from the board of education is an approval on continued action. The board may or may not assume responsibility for the program at this point. It may need additional information on programs in existence. If so, it would be most helpful to ask a board member to join the latchkey committee.

Rationale and Philosophy

The rationale adopted by the Madison Board of Education is as follows:

Madison Local Schools has a strong conviction toward supporting a positive learning environment. Many students cannot benefit from a positive school experience because they face problems outside of school.

By establishing a latchkey program, we are showing that the schools need to be concerned with students' social needs as we have done in the past by establishing a Core. However, by making the program self-sufficient we are showing that we cannot justify taking resources away from the instructional program to support such an effort.

It is a fact that many children go home to an empty house after school dismissal time. Parents find many difficulties in arranging for proper child care. Fear and anxiety are experienced by children about coming home to be by themselves and this affects student learning and behavior. The purpose of latchkey is to give students a way to eliminate these feelings.

We believe the Madison Latchkey Program should go beyond babysitting. By hiring outstanding people to work in the program and offering a challenging curriculum, latchkey should become a pleasant experience for children and a trustworthy alternative for parents.

(Adopted by the Madison Board of Education, June 19, 1984.)

Start-up Funding

Seed money

Several important things must be considered when setting up a budget. "Seed money" or funds for start-up is vital. This will allow for personnel wages in initiating the program and the purchase of supplies and materials. In Madison, the group that initiated the concept (MADCAT) seeded the schools with $500 for start-up.

Expenses

Items that need to be considered in budgeting for the expenses of the program are as follows:

a. Salaries
b. Retirement/benefits
c. Food
d. Transportation

e. Supplies/craft materials
f. Equipment
g. Staff development
h. Field trips/resource people

Income

Money coming into the program may come from a variety of sources. By and large, the greatest portion will be through tuitions. Income may include the following:

a. Parent tuition
b. Parent supply fees
c. Organization/agency support
d. Organization/agency donations
e. Business donations

Tuition/Fees

Setting fees or tuition paid by parents depends on the cost of the program. We found it beneficial for parents to have a descending scale. The fee for the first child in a family is $3.50 per day; the second and so forth is $2.30 per day. Parents purchase ten days (two weeks) in advance and are charged only for the days their child attends.

Some programs charge by the hour. Parents can purchase a number of hours and are issued notices when they need to purchase more. The philosophy of the program plays an important part in setting tuition fees. We felt strongly that the cost should be made as low as possible to better serve single-parent households that may be struggling. Keeping the cost down also promotes accessibility to after-school care.

School In-kind Donations

Schools have much to offer to latchkey programs that might otherwise make costs prohibitive. These donations include the following:

a. Room space (heating, lighting, custodial services)
b. Equipment (tables, chairs, storage, audio/visual, gym equipment, playground equipment)
c. Gym/playground facilities

d. Kitchens
e. Support personnel
f. Accounting Department

Private Sector Funds

There may be an organization within your community that would partially support the latchkey program. Its assistance may come in the form of a one-time donation or a pledge for continued financial support. You may want to petition a group to support "scholarships" for children whose parents cannot afford child care. The group's donation would then go to cover these children's fees.

Some groups may be looking for long-range projects to support through their fund-raising activities. At other times, you may want to approach groups with the idea. Be sure to carefully supply them with facts, figures, and goals.

Parent Donations

Since you may find that many parents cannot afford a monetary donation to the program, solicit from them for other things that will be useful, such as used games and toys, leftover craft/sewing supplies, articles of clothing for dress-up, and their time.

Perhaps parents with special talents (such as carpentry) could make something that is needed. The parent advisory council as a group can offer assistance with fundraisers.

Record Keeping

In Madison, collection of fees is done most efficiently on-site by leaders. Parents can pay in person instead of bringing the payment to the board office or using the mail. Payments are receipted at the time of transaction. Money is then collected from sites by the coordinator, counted, and then turned over to the treasurer's office for deposit. Other schools may choose to invoice and mail in payments.

Fee Policies

Parents should be informed as to action taken on accounts past due. Leaders should notify the coordinator when accounts are 20 days past due and arrange for invoices to be mailed from the treasurer's office. We set 30 days past due as grounds for dismissal.

Reporting

Since the latchkey program is part of the regular school accounting system, monthly statements will be issued. This will aid in keeping track of the budget.

ESTABLISHING THE ENVIRONMENT

Utilizing Existing Resources

Look at Existing Programs

There is no need to reinvent the wheel when good programs in operation can give you assistance. Look at communities in close proximity to your district. Contact the coordinators and set up meetings. Write down any questions you have encountered so you can ask them. They have probably experienced all sorts of circumstances and can give lots of insight. Ask to visit their sites and talk with supervisors. Take time to stay and watch the program in operation.

Resources in Print

There are many good references to refer to for assistance. We found School Age Child Care: An Action Manual, Baden, Genser, Levine, and Seligson (Boston: Auburn House, 1982) to be the most helpful. We also subscribe to Schooldays, Frank Schaffer Publications, 1977 Magellan Drive, Torrance, CA 90502. Listed below are more references listed by School Age Notes, P.O. Box 120674, Nashville, Tenn. 37212.

Bellis, Starting School-Age Day Care: What Are the Considerations. Fairfax County Office for Children. "Meeting the Day Care Needs of School Age Children." Fairfax, VA: 1982.

Genser, A. and C. Baden, eds. School-Age Child Care Programs and Issues. Urbana, IL: ERIC, 1980.

Neugebauer, Roger. "School-Age Day Care Reprint," Child Care Information Exchange. Redmond, WA: 1980.

Scavo, et. al. Caring for School-Age Children. Ft. Lewis, WA: Military Child Care Project, 1980.

Scavo, et. al. Creating Environments for School-Age Child Care. Ft. Lewis, WA: Military Child Care Project, 1980.

Scofield, R. and J. Shaw. "Programming for School-Age Child Care," Day Care and Early Education. Spring, 1981.

Technical Assistance

For consulting assistance, an excellent resource in Ohio is the Community Education Technical Assistance Network (CETAN). Coordinated through the Ohio Department of Education Center for Community Education, CETAN offers assistance to school districts and other agencies and organizations by matching needs with experienced practitioners.

There is no charge for CETAN consultant services, and these people can provide excellent assistance. For more information on the Community Education Technical Assistance Network, contact

Dr. Sherry Mullett, Consultant
Ohio Department of Education, Center for Community Education
Room 811, 65 South Front Street
Columbus, Ohio 43215
(614) 466-5015

Analyzing Existing Resources

Room Space

A carpeted room is wonderful as it cuts down on noise level and allows children a place to "stretch out." Shared space with a day teacher is not ideal. Since latchkey convenes right after school, this allows her little time to have quiet planning period at the end of her day.

Tables, Chairs, Storage

We asked the PTA to purchase folding tables and to use folding chairs at two sites. Many activities demand work surfaces. Storage is a must as materials and supplies accumulate. We have found a pushcart helpful at one site where the storage space is not easily accessible.

Gym Time

In schools where there is heavy gym usage, a regularly scheduled time for the latchkey program is a must. Daily use of the gym provides an opportunity for children to run and use large motor skills.

Playground

When weather permits, daily use of the playground is advisable. The groups participate in organized activities such as baseball, football, and soccer. They are also given much free time for playing or just sitting in the shade. Even on snowy days, children are encouraged to bring proper clothing for outdoors. As long as temperatures are not extreme, children can go out for fresh air.

Equipment

Gym equipment, VCRs, projectors, record players, etc., should be established as available for latchkey use. It is advisable to inservice latchkey personnel on how to check out equipment and use it properly.

Buses

If transportation is going to be a vital element in the program, careful planning and scheduling needs to be established.

Food Service

Since most elementary schools have kitchens where lunches are prepared, it is most efficient to use this resource for latchkey snacks. Food is prepared in clean areas and prepackaged for each child. The Food Service Department prepares monthly menus for parents, so if the children do not like a snack on a given day they can bring something else. Food can be kept warm or cold in this facility. Financial assistance for food is available through the Child Care Food Program.

Contact Ohio Department of Education
Division of School Food Service
65 South Front Street, Room 713
Columbus, Ohio 43215
(614) 466-9509

People

There are experts within school districts who can provide inservice and assistance to latchkey personnel. We have used knowledge and assistance from the curriculum director, nurse, Core Team coordinator, psychologist, elementary counselor, food service director, transportation supervisor, business manager and treasurer. Teachers and principals have also been helpful.

Sharing Space

It may be necessary to share space with a day teacher. We share a kindergarten room at one site and a reading lab at another. The latchkey staff should always be aware of the need for cooperation with regular teaching staff. If items borrowed are damaged or missing, they should be replaced immediately. Sharing space is not ideal, because it does not give day teachers time in their rooms after school. If other arrangements can be made, it will put less restrictions on the latchkey site.

Transportation

If your school-based latchkey program will involve transportation, you will need to work with the director of transportation for your school district. Whether you need daily or just occasional transportation, you will need to know who will pay the cost of drivers' wages and benefits, what time periods the buses are available for your use, and the bus sizes. If your school district has small shuttle buses or vans, these might serve the latchkey needs better than larger buses. Some transportation resources for a non school-based program might include the following:

1. "Pooling" with other agencies and/or sharing systems.
2. Leasing of van or bus.
3. Using volunteers from human service agencies.
4. Using school buses (some districts may let you rent buses and drivers for field trips or negotiate with you for needed transportation).

PROGRAM DEVELOPMENT

Days and Hours of Operation

Days and hours of operation for your latchkey program can vary widely. You must take into account the needs of your community and the services of your facility. While most parents may prefer a year-round program, this may not be feasible. If you are a school-based latchkey program, the high cost of custodial services and the lack of food services on nonschool days will probably make year-round programming more difficult. The Madison Latchkey Program is in operation only on those days when school is in session.

Since a large portion of the residents of Madison work in or near the city of Cleveland, transportation time was a major concern in setting up hours of operation. Many parents must leave for work before the 8:00 a.m. start of our elementary schools. We, therefore, have a one-hour program from 7:00 a.m. to 8:00 a.m. each school day. The program then reconvenes at the 2:00 p.m. school dismissal time and runs until 6:00 p.m., giving parents an ample amount of time to pick up their children.

Food Service/Snacks

The Madison Latchkey Program snacks and breakfasts are provided through the school district's Food Service Department. This insures high nutritional quality, food preparation in a clean environment, and cost savings through bulk purchases. The individual servings or prepackaged foods are prepared by the kitchen staff and kept warm or cold until serving time. Each child receives a monthly printed menu which has been developed by the food service director. This allows the parents to send an alternative snack with their child if they so desire. At this time, the cost of a breakfast is .85 per child and the cost of a snack is .30 per child. (See attachment 2.)

Schedule of Daily Activities

The day-to-day activities are a major part of the latchkey leader's responsibility. We have found that the first 45 minutes is a time of transition for the children. They will be greeting each other and the latchkey personnel with news of the day, sharing paperwork, and getting out toys and other items they have brought from home to use during latchkey. The only planned activity for this time period is the snack. The rest of the day is divided into several areas. They are as follows: a quiet time for doing homework, a craft time, a gym or outdoor activity time, and general play time. Some leaders will want to schedule these activities in the same time slot each day and others will be more comfortable in judging the moods and needs of the group each day and implementing the activities accordingly. No child is ever forced to do an activity. However, those not participating know that they must find a quiet alternative so as not to disturb the others.

A weekly helper list is posted in the latchkey area. Each child is given a specific daily responsibility which is rotated each Monday. These duties include the following:

1. Setting the tables for snack.
2. Passing out the snack.
3. Cleaning up after the snack.
4. Watering the room plants.
5. Changing the calendar dates.
6. Caring for supplies such as crayons, paper, and pencils.
7. Picking up toys.
8. Erasing the chalkboards.
9. Straightening the books.
10. Caring for gym equipment.
11. Serving as line leader when the group is moving from one area to another.

Special Activities

The following is a list of special events and activities that have been used in the Madison Latchkey Program:

1. Weekly swim program at the local YMCA.
2. Movie days, utilizing the school district's VCR's and/or movie projectors. Sources of the movies and tapes might be your local library, a county media center, or the children themselves.
3. A Latchkey Logo Contest. Each child submitted a design, and the winning logo was silk-screened on t-shirts by the children. These shirts were then sold. The logo is also used as a letterhead in the latchkey program.
4. A Thanksgiving feast in which each group prepared a food and also placemats, place names, and table decorations.
5. An activity day during which a craft, a movie, and a food-making project were available. Each latchkey group also brought a robot which it had created prior to the meeting. These were judged and award ribbons given out.
6. A visit from a local dog club.
7. Bowling trip.
8. A visit from a representative of the county parks system who brought an owl and a hawk for us to see.
9. A nature walk at a county park, directed by a park representative.
10. The adoption of the theme song from the television show "Cheers" as our official latchkey song.
11. A visit by our representative to Congress.

Evaluating the Program

It is important to monitor your program as you progress. There may be times when the program is not on target. People working closely within the program may not be able to see clearly problems that exist. Asking all those involved to give input provides insight from a number of perspectives. Those who might be included in a program evaluation include parents, members of the advisory council (including community people), regular-day teachers, principals and, of course, the children themselves. The latchkey staff should be conducting a weekly survey through informal dialogue on items that need to be addressed. (See attachment 3.)

Intake/Record keeping

Procedures

Set definite intake procedures and do not deviate from them. Registration through the coordinator's office rather than at each site will be more efficient for record keeping. Initial intake can take place at scheduled registration times. Forms can be completed and fees collected and receipted all at once. In Madison Local Schools, parents seeking entrance into the program contact the coordinator. At times, we have a waiting list, and parents can be readily informed as to the status of enrollment. Forms and tuition are still collected on-site before the child enters.

Forms

Forms for the program are created to meet the needs of the staff. When children enter, we have three forms that are completed by parents:

a. Emergency/medical - These are the same forms the school office uses, but we keep them on-site.
b. Parent Information Card - This lists information on both parents in case they need to be contacted and an alternate name and number.
c. Rules and Regulations - These inform parents of information on how the program operates. (Parents sign and return bottom.)
d. Permission Slips - These are used for field trips, YMCA swim program, etc. (See attachment 4.)

STAFFING THE PROGRAM

Qualifications

Tasks and Responsibilities

The program will need a coordinator. This can be a part-time position. If the task can be assigned to someone already working in the district, the program might not have to support this position. In Madison Local Schools, the responsibility for coordination was assigned to the director of special projects as an additional responsibility.

On-site, there needs to be a leader responsible for operation and activities at that site. Additional aides at a lower rate of pay can be hired according to the numbers of children. Our ratio is 1:11 with paid personnel.

Volunteers are a good resource to lower the student/adult ratio. If you have a college or university near you, offer student teaching positions to their students. High school students enrolled in co-op programs have also been successfully used.

Interviewing

We ran an advertisement in the "Help Wanted" sections of both county newspapers. The response was overwhelming. We received over 30 applications for the initial position.

Look for people who are children oriented. People who have worked with children in a recreational setting are ideal. They have acquired a "feel" for tired kids and what their needs are. People with good experience might include scout leaders, school volunteers, YMCA volunteers, and recreation program personnel.

Credentials

Check applications for past involvement with groups of children. Active involvement and participation with their own children's school is a good indicator. Pay close attention to their references and don't be shy about checking them. In most rural communities, people are generally acquainted with one another. Ask people beyond the references. A thorough background check is very important, and most people applying understand this.

The actual hiring will be done by the board of education upon recommendation of the superintendent. It is probably wise to wait to hire aides until you have an accurate count on enrollment. You will then know how many support personnel you will need to keep the adult/child ratio you have in mind.

Training/Inservice

In Madison, the staff is inserviced by the school nurse, Core Team (drug/alcohol abuse) coordinator, art teacher, gym teacher, and psychologist. The

elementary counselor as well as classroom teachers are available for conferences. Staff development consisted of the following:

Course	Location
Childhood Illnesses	Lakeland Community College
School-Age Child Care	Lakeland Community College
Public School Involvement in Early Childhood Education	Cleveland State University
CPR	Lakeland Community College
Core Team Training	Lake/Geauga Training Committee
Personal Computers	Lakeland Community College
School-Age Child Care	Wellesley College

Job Descriptions

Coordinator: The duties and responsibilities of this position will include, but not be limited to, the following:

- Interviewing and recommending staff for hire
- Conducting needs assessment
- Establishing an advisory committee
- Developing evaluation instruments
- Providing fiscal management
- Ordering of materials/supplies
- All record keeping
- Coordinating weekly meetings
- Corresponding with parents
- Communicating with the community
- Promoting staff development
- Attending state meetings
- Preparing long/short-range goals with staff and parents
- Conducting program and staff evaluation
- Coordinating snacks with Food Service Department
- Coordinating with outside resources (YMCA, library, etc.)

Leader: The duties and responsibilities of this position will include, but not be limited to, the following:

- Planning daily and long-range activities

- Maintaining attendance records of students
- Handling fee collection and payment records
- Conducting materials inventory
- Requisitioning of materials/supplies
- Ordering film, VCR, filmstrips, etc.
- Keeping and updating emergency medical forms
- Establishing daily parent contact
- Attending weekly staff meetings
- Attending staff development sessions
- Coordinating aide's responsibilities

Aide: The duties and responsibilities of this position will include, but not be limited to the following:

- Being directly responsible to leaders
- Assisting daily planning of activities
- Attending weekly staff meetings once a month
- Interacting with children in activities and homework

Salaries and Benefits

The wage rate for the Madison Local Schools leader position is set at $8.00 per hour and pays into the School Employees' Retirement System (SERS). The aide position pays $3.35 per hour and is also linked to SERS. We do not offer other benefits to either position since they fall into the part-time employee category. Personnel are paid only for hours worked. If the leader is out for a day, the aide assumes the leader position and hourly rate.

Evaluation

Two staff evaluations should take place: one at mid-year and one at the close of the program. That way, any corrections or adjustments that the coordinator feels need to be made can be implemented by the employee before the final evaluation. (See attachment 3.)

PARENT INVOLVEMENT

Recruitment/Publicity

Newspapers/Radio/Television

If the latchkey concept is new in your area, you may need to inform the public about it in advance of registration. It is most helpful to make contact with the reporter who covers your community at the very beginning and then keep him/her apprised of your progress. Newspapers, radio, and television will give public service announcements at no charge. Send them information regularly even if they don't always use it. Often a reporter will pick up a public service announcement, call for more information, and then turn out a feature story.

Flyers

Sending flyers home with children and posting them on community bulletin boards is an excellent way to advertise. Make sure to use colored paper and to add art work to the design. Make them bright, happy, and easy to read! The children will more readily notice an attractive flyer and will be more likely to show it to their parents.

Posters

If there are places in your community to display posters, take advantage of them. Make them colorful, simple, and easy to read.

School Newsletters

If the elementary buildings have a weekly or monthly newsletter, ask for a small section, perhaps a sentence or two for latchkey. It may be a notice that there are openings or an announcement about the parents' advisory council meetings. Keep this up so parents are constantly reminded that the program exists.

Businesses, Organizations

Some businesses will allow you to set out brochures. Libraries, the YMCA, school offices, doctors, and dentists are other possibilities. Design something that is folded and does not take up much space. Always seek permission before leaving them.

Parent Handbook

It is advisable to establish, put in writing, and then distribute to parents your program's policies and procedures concerning behavior and discipline. The Madison Latchkey Program follows all board of education policies, administrative procedures, and building rules.

The leaders at each program site discuss building and playground rules with their principals. These rules are then posted in each latchkey area and reviewed by the leader with the children. All disciplinary problems are handled by giving five-minute "time outs" or, in some cases, writing a contract between the leader and child. If these measures do not work, then a parent-leader conference is initiated. It may also be helpful to contact the child's teacher or school counselor for help with a special problem. Persistent disciplinary problems are grounds for dismissal from the program. At this point, a conference between the program director, the leader, and the parents will be held. Leaders will find it helpful to have written a day-to-day record of rules infractions to present to parents. The parents will receive in writing a notice of a 30-day probation time for their child. Any infraction of disciplinary rules during this time is an automatic dismissal.

Newsletter

A monthly newsletter is a joint creation of the Madison latchkey leaders, the Special Projects Office and, most importantly, the children.

Each leader contributes articles which include activities completed, upcoming events, and special interest items. The latter include children who have made the honor/merit roll, have taken vacations, done a special project in school, etc. We in the Madison latchkey program feel that the active involvement of the children in developing this monthly publication promotes the following:

a. Social Development - Having a special interest provides real success for some children who may have trouble achieving academically and in other areas of growth. Involvement with the newspaper can provide a means to new friendships.

b. Independence - Free choice is provided through developing subjects and taking trips to outside resources such as the library.

c. Manipulative Skills - These skills are enhanced by creating and developing the layout.

d. Intellectual Skills - Sequential thinking is needed in developing a story, building vocabulary, learning to clarify positions and opinions, and influencing others.

Once the format and articles are submitted by all three latchkey sites, the layout then becomes the responsibility of the Special Projects Office. The newsletterhead is a specially designed logo created by a latchkey child as a result of a logo contest held. Printing is done on an off-set printer (not mimeographed) and typing is performed by the Special Projects Office of Madison Local Schools. This insures a high-quality, readable publication. In addition to the general information and items of interest, the Latchkey News provides an ideal opportunity to relate fee information to the parent.

Advisory Council

To insure a positive working relationship between parent and latchkey leaders, as well as the children, we make the parents a part of what is happening, while their child is in our care. This is achieved through our parent advisory committee.

Parents' interests and skills can expand the numbers and kinds of activities offered to the children. Through the Madison Latchkey Parent Advisory Committee, parents can contribute to policy and program matters as well as monitor the program for appropriate standards of care.

Meetings are short (parents have been at work all day), and are held once a month. A parent serves as president, thus acting as a spokesperson, working with the latchkey director and leaders in organizing special programs as well as fund-raising activities such as raffles, car washes, bake sales, etc.

The Madison Latchkey Advisory Committee also includes several community members who are involved in ongoing child care-giving activities. These members are as follows:

1. Director - East End YMCA
2. Coordinator - Madison Junior Olympics
3. Trustee - Madison Community Action Team
4. District 17 Director - Ohio PTA

Parent-Student Functions

We in Madison have found that informal opportunities to talk over a meal and get to know each other better can only strengthen communications between parents and the latchkey staff. Several functions that have been held in the past or are scheduled for the future include a hot dog dinner prepared and served by the children; a Thanksgiving feast with placemats, food, centerpieces, and favors made by the children; a swim party at the YMCA open to parents and children; and meetings with resource people such as a dog breeder, naturalist, fire fighter, and police officer. Parents are always encouraged to attend all of our special events. Those with flexible schedules try to be present.

Evaluation

It is important to obtain input on parents' response to the program. Very often, shortcomings that parents feel need correction can be initiated through a written survey. We have found their written comments most helpful. (See attachment 3.)

CONNECTING WITH OTHER AGENCIES

There are probably organizations and agencies within your community that could offer assistance. We contacted the YMCA and asked to set up progressive swim lessons for our children. Parent/faculty organizations are a great resource. They might be able to offer manpower, funds, or major donations. Service organizations such as Kiwanis or Jaycees will donate to programs in need of assistance.

It is helpful to put together a presentation for groups for fund-raising, public relations, and interagency coordination. We created a slide presentation of who these children are and how we help them. Contact by mail and phone work, but personal contact gets the best results.

Businesses within a community might be willing to make donations. Be specific about what you want. We requested corn poppers from K-mart and found them most cooperative. Another approach is to ask to purchase what you need at their cost.

If there are other latchkey programs near you, find out if they have formed a consortium and join it. The directors of these programs might be meeting regularly to share information. If they are, ask to join them for these meetings. Their exchange of information will be very helpful.

Other valuable resources we have found helpful are as follows:

a. The Lake County Cooperative Extension Service of the Ohio State University. They offer a variety of programs and exchange of information.

b. Metroparks
They offer free programs and nature walks at parks.

c. Madison All-Breed Training Club
Club members gave a show with their pets at no cost.

d. Lake County Youth Services Coordinating Council
It initiated meetings of latchkey coordinators in Lake County

e. Tri-County AEYC (Association for the Education of Young Children)

COMMUNITY ACTION TEAM

Attachment 1

AFTER-SCHOOL ENRICHMENT COMMITTEE

Dear Parents:

This survey is being conducted by the Madison Board of Education on behalf of the Community Action Team concerning a program entitled After-School Enrichment. The program is designed to provide after school care for children of WORKING PARENTS.

Below are some questions you may have about the After-School Enrichment Program and answers that may help you to understand it better.

Would you please take a few minutes to read this page, then answer the questions at the bottom 2? Return the survey with your child to his/her school by May 18.

Thank you, and remember this is only a SURVEY. If there is a sufficient number of parents who express a desire for such a program, the Madison Local School Board will be asked to approve the use of a building or buildings to begin an After-School Enrichment Program in Madison.

Thank you,

Frank Ashton, Chairman
After-School Enrichment Program

EXPLANATION OF THE PROGRAM

1. What is an After-School Enrichment Program?

   ANSWER: The After-School Enrichment Program is designed to provide after-school care for children of WORKING PARENTS.

2. What kind of activities would be available for the child?

   ANSWER: The program would offer a well-supervised schedule of crafts, gym, and games. Homework would also be able to be worked on by the child, and there would be assistance available. A nutritious snack would be served daily.

3. Is this program now being offered in our area?

   ANSWER: No, not at present.

4. Where would the after-school care take place?

   ANSWER: The program would use a school building (or possibly buildings) but would operate independently from the school district.

5. Would school funds be used to operate After-School Enrichment?

   ANSWER: No, it would be self-supporting.

6. Who would be eligible to participate?

   ANSWER: The program is intended for any child - kindergarten through the 5th grade.

7. What time would the program begin and end?

   ANSWER: (Daily) The program would begin immediately after school and end at 6:00 p.m. THERE WOULD BE A LATE FEE FINE FOR PICKING UP A CHILD AFTER 6:00.

   (Yearly) The program would follow the school calendar.

8. What about discipline?

   ANSWER: The program will have a set of rules that will correlate with those of the school.

9. Who will run the program?

   ANSWER: Qualified individuals will be hired (ONE PERSON FOR TEN CHILDREN)

10. What would the program cost per child?

    ANSWER: The cost might range from $15 - $20 per week. A fee of about $9 for an additional child would be charged.

    A one-time yearly fee (possibly $10) might be charged to cover special craft projects.

SURVEY

THIS IS NOT AN APPLICATION!

Please return this survey to your child's school by May 18th.

1. Do you believe there is a need for such a program? YES NO
2. Would you enroll your child in such a program? YES NO
3. Do you have any questions or comments?

NAME_____

ADDRESS_____

PHONE NUMBER_____

ELIGIBLE CHILDREN_____

Madison Community Action Team, c/o Madison Board of Education, 6741 North Ridge Road, Madison, Ohio 44057

LATCHKEY AFTER-SCHOOL ENRICHMENT SURVEY RESULTS

The results from the survey that was sent home with the elementary students clearly show that the Madison Community is concerned about latchkey children. One hundred eighty-nine forms were returned. Of these, 183 said that they believed there was a need for such an after-school program. Only 6 did not believe such a need exists.

There are 140 children indicated by their parents who would participate in the program. This figure does not necessarily translate into actual sign-ups. What the figures do indicate is that there is more than sufficient interest to proceed with the program.

The following are questions some parents had concerning the program:

Questions of the Latchkey Survey:

What about the days when there is no school?

Must the child attend every day?

What about illness?

If a child goes to Assumption and he rides the Madison bus, would he be eligible?

Could the child come on certain days when the parents would not be home after school for personal reasons?

Would there be a tutor available?

Could fees be hourly rather than weekly?

What about children who attend morning kindergarten?

Can a child enter any time throughout the year?

What about during the summer?

Could a middle school brother or sister also attend?

Will some of the fee money go toward electricity, heat, etc.?

Does the child have to stay until 6:00?

Will teachers be certified and have a background check done on them?

Intersted in working with the program:

Karon Jewell
1447 Hubbard Road 428-4667

Bernice Csepegi
Box 316 428-1338

September

LATCHKEY SNACK MENU

MADISON LOCAL SCHOOLS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
27 NO BAKE W.MILK		28 CHEESE PUFFS FRUIT PUNCH	29 FRUIT CUP ORANGE DRINK	30 2 CHOC.CHIP COOKIE W. MILK
3 LABOR DAY	4 ORANGE SLICES FRUIT DRINK	5 FUDGE CUBE W. MILK	6 BAG OF CHIPS ORANGE DRINK	7 PRETZEL ROD CHEESE WEDGE CHOC. MILK
10 FRUIT CUP FRUIT PUNCH	11 CHEESE CHUNCKS W/ 1-4PK. CRACKERS ORANGE DRINK	12 2 COOKIES CHOC. MILK	13 BAG OF CHIPS ORANGE DRINK	14 PUDDING POP CHOC.MILK
17 2 COOKIES W. MILK	18 PRETZEL ROD W/ CHEESE CUBES ORANGE DRINK	19 BAG OF CHIPS FRUIT PUNCH	20 FUDGE CUBE W. MILK	21 GRANOLA BAR CHOC. MILK
24 MINI HOT PRETZEL ORANGE DRINK	25 CINNAMON ROLL W. MILK	26 JELLO CUBE FRUIT PUNCH	27 BAG OF CHIPS LEMONADE	28 2 COOKIES CHOC.MILK

32

...some a la carte items featured during the month:

33

LATCHKEY SURVEY: FOR ADVISORY COUNCIL

The purpose of this survey is to assess the needs and successes of the Latchkey Advisory Council. Results will help us make improvements to the functions of the council. Thank you for taking the time it takes to complete it.

Please check _____Parent

_____Staff Member

_____Community Organization Member

_____Other, Please specify_____

Please circle number which best describes your feelings:

1. The parent advisory council is an important component of the latchkey program.
2. The parent advisory council should be continued.
3. It is difficult because of family schedules to attend evening meetings.
4. The parent advisory council should sponsor fund-raising activities to help support activities such as field trips.
5. The monthly newsletter is valuable and should be continued.
6. The children enjoyed the monthly newsletter.
7. Scheduled parent/leader conferences should be initiated.
8. Open houses would be valuable for children and parents.
9. Enough publicity is generated about the program.
10. How often do you feel the parent advisory council should meet?

    Monthly Bi-monthly Quarterly Other_____

Additional comments:

LATCHKEY SURVEY: TEACHER/PRINCIPAL

The purpose of this survey is to assess the latchkey program and make adjustments or changes where necessary. It is important for us to take your opinions into consideration when making improvements. Thank you for taking the time it takes to complete it.

Please check _____Homer Nash Kimball Elementary

_____Red Bird Elementary

_____North Madison Elementary

Please circle the number which best describes your feelings:

1. There is an awareness by staff members in the buildings that a latchkey program is in operation daily.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

2. The staff is well informed about the function and activities in latchkey.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

3. You would feel comfortable recommending latchkey to parents.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

4. You feel the program benefits and is a positive experience for children.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

5. You feel the program benefits parents.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

6. The program gives the children a more secure feeling than going home to an empty house.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

7. The latchkey leader is accessible to you for dialogue about children.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

8. The program does not interfere with your classroom management.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

9. Homework assistance is valuable.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

10. The regular teaching staff needs to have more input in the activities at latchkey.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

We would appreciate any comments/suggestions you have about the latchkey program.

Please return this to the building principal.

LATCHKEY PARENT SURVEY

The purpose of this survey is to assess the needs, desires, and opinions of the parents whose children attend latchkey. Results will help us as we strive to improve the latchkey program for your children. Thank you for taking the time it takes to complete it.

Please check -

1. Number of children you have enrolled in program:
   1_____ 2_____ 3_____ More_____

2. Grade(s) of child/children:
   1_____ 2_____ 3_____ 4_____ 5_____

3. Which site does/do your child/children attend:
   North Madison_____Red Bird_____Homer Nash Kimball_____

Please circle number which best describes your feelings:

1. The Madison Latchkey Program has a positive effect on my child's entire school experience.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

2. The program's activities are fun and enriching for my child.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

3. The program provides a valuable experience between my child and his/her peers.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

4. The snack provided met with my satisfaction.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

5. The progressive swim lessons at the YMCA are a positive learning experience.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

6. The swim lessons are an enjoyable activity for my child.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

7. The leader is fulfilling her responsibilities to my child and the program.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

8. The facility meets the needs of the latchkey program.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

9. I am comfortable about my child's safety while at latchkey.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

10. My child receives homework or extra assignment assistance when needed.

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

Additional comments:

LATCHKEY SURVEY: FOR STUDENTS

Please take a few minutes to read this page and then place a circle around the yes or no. Please return your survey to your latchkey leader.

1. Do you like the activities that we have at latchkey?

   Yes No

2. Are you happy in the latchkey program?

   Yes No

3. Do you like the way the daily latchkey program is set up (snacks, homework, gym, table games)?

   Yes No

4. Do you have enough time and space for yourself?

   Yes No

5. Do you have enough time to talk and share with your friends?

   Yes No

6. Would you like to see the age groups split up (K & 1, 2 & 3, 4 & 5)?

   Yes No

7. Should students be made to finish a project that has been started?

   Yes No

8. Do you have enough time for your homework?

   Yes No

9. Would you like more help with your homework?

   Yes No

10. Do you feel safe and comfortable here at latchkey?

    Yes No

11. Do you think the leader is friendly?

    Yes No

12. Do you think you are corrected too much?

Yes No

13. Do you feel unhappy when the leader has to correct you?

Yes. No

14. Are you happy with the snack?

Yes No

15. Would you like more outside activities?

Yes No

16. Do you enjoy it when the three latchkey groups get together for programs?

Yes No

17. Do you enjoy gym time?

Yes No

18. Do you swim at the YMCA?

Yes No

19. If so, do you enjoy the swimming lessons?

Yes No

20. Are there things you would change in the latchkey program?

Yes No

21. If yes, please use this space to write your comments:

MADISON LOCAL SCHOOL DISTRICT

Date_____

Please complete the following and return by_____
(Date)

EMERGENCY MEDICAL AUTHORIZATION

The purpose of the form is to make it possible for parents and guardians who wish to authorize the provision of emergency treatment for children who become ill or injured while under school authority, when parents or guardians cannot be reached for the purpose of giving consent for such treatment. Such authority is necessary to overcome legal obstacles to the provision of such treatment when all reasonable attempts to reach parents or guardians have failed. You can authorize such emergency medical treatment for your child by completing this form. *

Grade_____

I,_____of_____am the
(Your Name) (Address)

_____of_____, a minor
(Father, Mother, or Legal Guardian) (Name of Child)

who attends school at_____, I hereby give my consent in the
(Name of School)

event that all reasonable attempts to contact me at_____or_____
(Phone No.) (Other Parent or Guardian)

at_____have been unsuccessful, for:
(Phone No.)

1) The administration of any treatment necessary by Dr._____or

_____or in the event that the appropriate practitioner is
(Preferred Dentist)

not available, by another licensed physician or dentist; and, 2) the transfer of the child to_____or any hospital reasonably accessible.
(Preferred Hospital)

This authorization does not cover major surgery unless the medical opinions of two other licensed physicians or dentists, concurring in the necessity for such surgery, are obtained prior to the performance of such surgery. The following information is needed by any hospital or practitioner not having access to the child's medical history:

Allergies:_____Medication being taken_____

Date of last tetanus shot_____

Physical impairments (heart, epilepsy, etc.)_____

Other pertinent facts to which physician should be alerted_____

_____

Date_____ _____

Signature of parent or guardian (if uniformed service personnel enter rank and S. S. No._____

Witness_____

*As stated in section 3313.712 of Ohio Law: This section also requires that this form, which is a facsimile of the form included in Section 3313.712, be used.

Madison Latchkey
Parent Information Card

Parent/Guardian #1

Name_____

Address_____Home Phone_____

Place of Business_____Business Phone_____

Parent/Guardian #2

Name_____

Address_____Home Phone_____

Place of Business_____Business Phone_____

Alternative Person

Name_____

Address_____Home Phone_____

Place of Business_____Business Phone_____

LATCHKEY RULES AND REGULATIONS

MADISON CITY SCHOOLS
SPECIAL PROJECTS OFFICE
Barbara Gardner, Director
428-2166

1. Payment of Fees
   - Children will not pay employees.
   - All fees are to be paid by parents/guardian to the leader on a bi-weekly billing.
   - Receipts will be issued.
   - Nonpayment of tuition is an administrative problem. Delinquent accounts past 30 days are grounds for dismissal.

2. Snacks
   - All children will be offered a snack.
   - Snacks are arranged through Madison Local Schools' Food Service Department and are chosen with the children's taste and nutrition in mind.
   - If your child does not like the snack provided, parents are welcome to send a snack; however, there will be no reimbursement on tuition.

3. Attendance
   - Attendance will be taken each day for safety and security.
   - If your child is ill and will not be in school, the latchkey office must be notified on the morning of absence at 428-2166.
   - There will be no latchkey on <u>snow days</u> and <u>regularly scheduled school holidays</u> or <u>teacher conference days</u>.

4. Program Closing
   - Program closes at 6:00 p.m.
   - We ask that every effort be made to pick up child/children by 5:45 p.m.
   - At least one employee must stay until all students have been picked up.
   - Late pick up fees will be fined as follows:

6:05 - 6:15	$2.00
after 6:15	$4.00
after 6:30	$6.00
after 6:45	$8.00

   - Parents/guardians will be fined amount in the next fee payment.
   - Person picking up child/children must enter building. No children will exit building on their own.
   - If someone other than the person who normally picks up child is sent, the latchkey office must be notified.
   - The latchkey office should be notified if there is a specific individual who should <u>not</u> be picking up child.

5. Discipline

- All board of education policies, administrative procedures, and building rules apply to the latchkey program.
- Disciplinary problems will be handled first by a parent/guardian-leader conference.
- Persistent disciplinary problems are grounds for dismissal.

6. Emergencies

- Emergency Medical Health Forms will be kept on-site.
- Procedures for emergencies will follow Madison Local Schools procedures.

.....

I have read the latchkey program rules and regulations and aggree to the terms listed in them.

_____ _____

Parent/Guardian Signature Date

Please list name of person who will be picking up child/children from latchkey

_____

Name

_____ _____

Address Phone

Dear Parents:

As our final celebration before summer vacation we have planned a picnic on Thursday, June 5. Madison School busses will take us to the Lake Metropark on Lockwood Road in Perry after school.

Parents are invited to join us at 4:30 (or as soon as you can get there) for a hot dog supper! All children are to be picked up at the park on the 5th by 6:00 p.m.

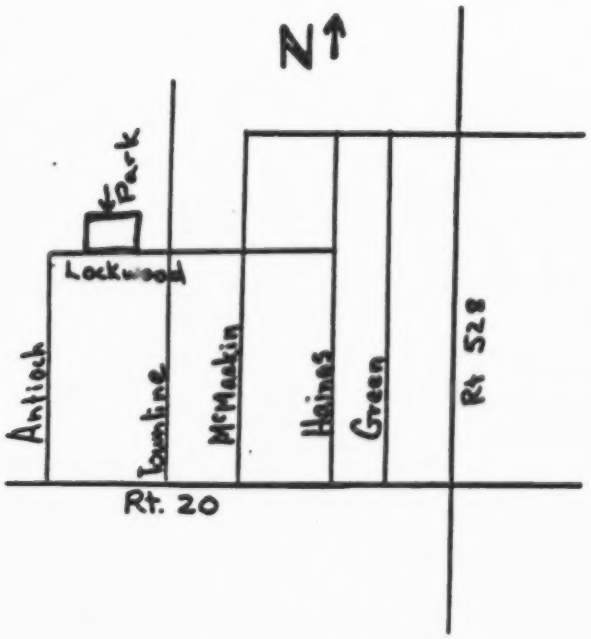
We look forward to sharing the picnic with you and your children.

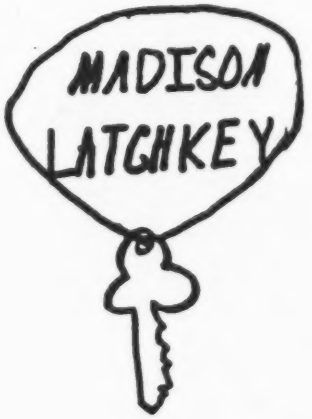
Please fill in the permission slip below and return it immediately to the latchkey Leader.

Sincerely,

Barbara Gardner

Barbara Gardner
Director of Special Projects





LATCHKEY PICNIC FIELD TRIP PERMISSION SLIP

My child _____ has permission to go on a field trip to the Lake Metropark on Lockwood Road in Perry on June 5.

_____
(Parent or Guardian)

_____
(School)

LATCHKEY PROGRAM

MADISON LOCAL SCHOOLS

OBSERVATION FORM

Leader's Name _____ Building _____

Observer _____ Date/Time of Observation _____

Code: O = Outstanding G = Good A = Average U = Unsatisfactory

	O	G	A	U	COMMENTS
IMPLEMENTATION PROCEDURES:					
1. Prepares activity plans which are understandable to supportive personnel and substitutes.					
2. Provides for differences of abilities, rates, experiences, and learning styles.					
3. Utilizes activity periods to advantage.					
4. Has equipment accessible and ready for use.					
5. Assists with homework assignments.					
6. Provides for appropriate length of the activity for the grade span.					
7. Evidences diversity.					
8. Uses a variety of activities.					
9. Varies techniques to allow for individual differences of students.					
10. Designs questions to provoke critical thought.					

11. Varies the type and difficulty of questions to meet student differences.					
12. Provides additional time for the student experiencing difficulty.					
13. Uses introductory techniques to intiate activities.					
14. Effectively uses summaries and reviews in activity presentations.					
15. Uses language appropriate for subject/grade level.					
16. Provides for a respectful yet friendly relationship between leader and pupils.					
17. Provides opportunities for students' creative work.					
CLASSROOM MANAGEMENT:					
1. Promotes constructive behavior on the part of the student.					
2. Shows consistency and fairness in dealing with students.					
3. Sets an atmosphere of mutual respect among students and between student and leader. (Establishes good rapport.)					
4. Checks attendance as a routine matter.					
5. Distributes materials, books, and papers in an orderly and efficient manner.					
6. Maintains effective control.					
7. Maintains attractive learning atmosphere, bulletin boards, etc.					
8. Demonstrates care and respect for materials and equipment.					

9. Attends to physical conditions and appearance of classroom for well-being of students.					
PERSONAL CHARACTERISTICS					
1. Uses effective oral expressions in a well-modulated voice.					
2. Attempts to correct mannerisms which detract from atmosphere.					
3. Evidences physical well-being and is regular in attendance.					
4. Displays self-confidence					
5. Shows a genuine interest in the program.					
6. Maintains an acceptable personal appearance. (It is recognized that individual differences in appearance are acceptable as long as they are not disruptive to the students' ability to learn.)					
IV. PROFESSIONAL RESPONSIBILITY					
1. Is accurate and punctual in completing latchkey records and reports.					
2. Complies with the policies, rules, and regulations of the school system.					
3. Commmunicates with parents, counselors, administrators, and pupil personnel services when necessary.					
4. Demonstrates ability to adapt to unexpected changes.					
5. Knows fire drill and storm alert procedures.					
6. Exhibits a desire for professional growth.					
7. Demonstrates professional relationship with other staff members.					

MADISON LOCAL SCHOOLS

Observation Conference Report

LATCHKEY PROGRAM

Name_____

School_____ Date_____

Observer_____

Observation Date_____ Conference Date_____

Commendable Areas:

Improvable Areas:

Comments on other areas to be evaluated;

Recommended action by the Observer and/or Teacher, including a time line:

Additional Observation requested by Teacher:

I have a copy of this report

Observer's Signature

Teacher's Signature

The teacher is free to offer comments on the observation either on this report or on an attached sheet.

The activity which is the subject of this report was supported with funds provided by the Ohio Department of Education through a special grant award to the Madison Local School District. However, the opinions expressed herein do not necessarily reflect the position or policy of the Ohio Department of Education, and no official endorsement by this agency should be inferred.

For Additional Copies Write To:

The Ohio Department of Education
Division of Educational Services
Early Childhood Section
65 S. Front Street, Room 202
Columbus, Ohio 43266-0308

614-466-0224